

# Positive Behaviour Policy and Statement of Behaviour Principles

## Winterbourne Junior Girls' School

**Aspirations, Expectations, No Excuses**



**'Vincam' - Together we Conquer**

**Approved by:** FGB **Date:** [Date]

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

To ensure that all persons within the school take responsibility for their own actions.

To create a safe, orderly school where everyone is respected, regardless of age, disability, gender reassignment, pregnancy and maternity, race, sex, sexual orientation, religion or belief.

To be consistent when dealing with all incidents and to be fair in all interactions.

To reward people for 'getting things right' and to minimise the use of sanctions.

To ensure that when sanctions are used, they are applicable to the misdemeanor wherever possible.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

This section aims to clarify what we mean by terms as used in this behaviour policy.

### ***Discipline***

Being capable of acting within clear expectations, rules, routines and responsibilities without direct supervision. This needs a degree of self-management that will enable the maintenance of a supportive and purposeful community atmosphere.

### ***Behaviour Management***

Knowing one's strengths and weaknesses in terms of behaviour, and developing the strategies to build upon these strengths whilst improving the weaknesses.

**Rights**

The needs of each person, balanced with a notion of responsibility to assist others in their needs too.

**Responsibilities**

The need to care about oneself, others, belongings, equipment and our school

**Reward**

A strategy employed to encourage

**Consequence**

The result of an action, behaviour or conduct

**Sanction**

A strategy employed to encourage reflection on unacceptable actions. The aim is to lead to a change in behaviour when a similar situation is encountered in the future.

**Respect**

The action that comes with responsibility. It is intrinsically linked to patience, thinking ahead, turn taking and fairness, listening and communicating, self-management and the treatment of property. Essentially, the message is one and the same as the Gospel.

**Unacceptable**

Any behaviour that does not comply with the ethos of the school. This can also be applied with the non-conformity of the school or classroom rules.

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and attitudes
- Using positive recognition to motivate pupils to choose responsible behaviour
- Promoting positive behaviour through our Values, R.E., PHSE and Citizenship curriculum
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupils code of conduct

Pupils are expected to:

- Develop values that will resonate with them their whole life
- Be tolerant and understanding, with consideration for the rights, views and property of others;

- Develop a responsible and co-operative attitude towards work and towards their roles in society;
- Take a pride and responsible interest in caring for their environment.
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

To this end we employ a set of school rules and identify rewards and sanctions:

**1**

**Be kind**

**be friendly, generous and considerate**

**2**

**Listen**

**take notice of and act on what someone says; respond to advice or a request**

**3**

**Be honest**

**speak the truth and act truthfully**

**4**

**Look after property**

**be responsible for your own possessions and take care of the property around you**

**5**

**Be Safe**

**Do not put yourself or others in danger**

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## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions** – Rewards/Sanctions (see Appendix 2 – Behaviour Ladder)

Staff give rewards to students who behave consistently well, and to those who have made a special effort to do so. Staff will praise a student/class immediately upon their good behaviour and say why they are pleased.

Rewards are consistently applied and not taken away as a sanction.

Positive behaviour will be rewarded with:

- Verbal praise, smiles
- Team/House Points

- Individual, group and class reward systems, teacher led e.g table points
- Reward stickers
- Sharing work and positive behaviour with other adults and children
- Headteacher's/Deputy headteacher's awards
- Punctuality and attendance cups with extra playtime
- Certificates
- Winterbourne awards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

### **Unacceptable Behaviour**

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation. The staff always tackle the behaviour and not the student and provide opportunities for students to correct their own behaviour.

The school operates a 'traffic light behaviour scheme' – where cards are used to ward off inappropriate behaviour – each day the children start on green, if a misdemeanour occurs the child is given a warning by means of a yellow card – if the behaviour continues a red consequence card is given – this behaviour will be noted in the class behaviour folder and parents will be notified. The aim is for all pupils to stay on 'green'.

Pupils who have been accused of behaviours that go beyond the 'every day situation' i.e. where outside agencies could become involved due to the nature of the incident will be interviewed in the first instance with a parent/guardian present.

Extremely poor behaviour must be reported to the headteacher or deputy headteacher immediately. A letter will be sent home or a phone call made to the parents. For continual unacceptable behaviour or in the case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

Only the headteacher (or acting headteacher) has the power to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

If the headteacher excludes a child she informs the parents immediately, giving reasons for the exclusion. At the same time the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the Local Education Authority(LA) and the governing body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot exclude a child or extend the exclusion period made by the headteacher.

### **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management.

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules
- Develop a positive relationship with pupils, which will include:
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Using positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### 8.3 Confiscation

**Any prohibited items found in pupils' possession will be confiscated and will not be returned to pupils. e.g.** any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.



When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 10. Guidelines

Around the School

Playtimes - Good Weather/Inclement Weather

In the Classroom

Educational Visits - On The Coach/ Walking/On the Educational Visit

### AROUND THE SCHOOL

1. In the corridors the children should walk in a quiet fashion on the right hand side of the corridor.
2. Children should greet staff, visitors and other children when appropriate, using names if known.
3. When going into a classroom knock and then enter.
4. The front door is for staff, visitors, parents and children who arrive after school has begun. For security reasons, when unaccompanied, children are not allowed to open any door leading to the outside.
5. No child is allowed unaccompanied in the staff car park.
6. Children should always be properly dressed in the correct school uniform - as stated in the current school brochure.
7. Children are allowed to wear small stud earrings as the only form of jewellery to be worn at school.
8. Teachers may discuss with pupils any misdemeanours on the way to and from school.

### PLAYTIMES

#### Good Weather

1. Children should arrive between 8.45am and 9 am. and proceed directly into school to prepare for the start of the day.
2. Children may play only on the designated girls playground area.
3. Equipment is provided for playtimes. Children should not bring their own play equipment to school.
4. Fruit is allowed at breaktime.
5. All litter is to be placed in the bins provided.
6. At the end of play the bell is rung, the children walk to their lines. Pupils file into the school building a class at a time accompanied by an adult. The last adult to enter the building is to secure the doors.
7. No child may leave the playground, or enter the school, (e.g. going to the toilet) without the permission of the duty teacher or midday supervisor.
8. Once the external door has been opened by a member of staff, children should make their way out promptly at playtime.
9. Pupils who stay in at break time must be under the supervision of an adult.
10. Children are expected to play in a safe manner.

### **Inclement Weather**

1. At 8.45am, on wet mornings, children enter the school as normal.
2. Indoor play is identified by 3 bell rings. The duty teachers and TAs patrol the classes and corridors.
3. Each classroom has a set of wet weather play rules clearly displayed in the room.
4. Children should be appropriately occupied in seated activities.
5. No scissors, compasses, or other unauthorised equipment is allowed.
6. ICT units may be used if the class teacher has given permission.
7. Children may eat their fruit at wet playtimes but all waste must be disposed of appropriately.

### **IN THE CLASSROOM**

1. A copy of the school rules is displayed in each class.
2. Children answering the register should use the teacher's name.
3. The school's Staff Handbook and Positive Behaviour policy are on display in each classroom for information.

### **SCHOOL OUTINGS**

A risk assessment is carried out for each trip which must be approved by the Headteacher prior to that trip. These signed risk assessments are stored in the headteacher's office.

### **On The Coach**

1. Children sit quietly with seat belts strapped.
2. If possible children should not sit in either of the front seats or the centre of the rear seats.
3. No child is to stand up or attempt to change places while the coach is in motion.
4. Eating or drinking is not allowed on coaches.
5. No litter may be left on coaches.
6. Children must never distract the coach driver or other drivers on the road.
7. Teachers and helpers must position themselves throughout the coach.
8. Head counts are taken at each stage of the journey.
9. Teachers should read the school safeguarding policy and adhere to all of its regulations.
10. Sick bags, First Aid and emergency bags are carried at all times, along with the designated mobile phone as stated in risk assessment.
11. Emergency First Aid bags must also contain a full class list/s with telephone numbers in a sealed envelope in case of an emergency.

### **Walking to and from...**

1. Supervising adults will all wear high visibility jackets.
2. Wherever possible, pupils walk in pairs, communicating only to their partner.
3. Pupils walk in single file if appropriate.
4. When crossing the road – 2 adults must be either side of the crossing space.
5. Only when instructed to do so, the children step out onto the road and cross in between the two adults.
6. Children should be reminded that they are representing our school and are therefore in the public eye.

7. Children should be reminded to BE SAFE, this includes discussions with strangers etc...

### **The Educational Visit**

1. Before setting out on a trip, pupils should be reminded to:  
Thank any adult who has helped  
Be aware of other groups and visitors and respect their needs  
Be sensible, quiet and polite  
Move in a calm, orderly manner at all times  
Keep to their group and do as their leader asks them
2. Good behaviour, as outlined by the teacher, is expected at all times and in all public places.
3. Pupils are expected to behave in a manner that reflects the school's values and ethos.
4. Full school uniform must be worn unless it is inappropriate for a particular outing.
5. Drinks must be in cartons or plastic containers. No cans or glass bottles are allowed.
6. Parents and helpers accompanying children on the outing report to the school office on arrival and will be given guidelines and a group list by the teacher in charge of the outing.
7. If cameras are allowed on a trip, pupils must be reminded NEVER to post these pictures on the internet/social networking sites etc...
8. Children can only bring the recommended amount of money with them, which must be in a named purse or wallet. The school will not take responsibility for loss.
9. Where a child's behaviour is deemed to be such that it jeopardises the health and safety of the other pupils, the school leadership team will decide upon a course of action. This could lead to the child being excluded from the outing and future events.

## **11. Repair and Rebuilding**

This is the process by which problems are addressed, and strategies are put into place to prevent similar occurrences from taking place. The following items are to be exercised under the premise of professional judgement:

### **Pupil Conference**

- Stop and find out how people are feeling.
- Talk about what happened
- Listen to all sides of the problem, each child being able to give an account without interruption.
- Use a thinking map to consider the causes and effects of behaviour.
- Decide on how to move forward.

### **Time-out**

- Children can be removed from the classroom/playground for a period of calming down/reflection
- This can be outside the classroom, ensuring the pupil remains in sight of the teacher and the time is limited
- Wet play time-out can be in a corridor, outside the classroom.

### **Other methods**

- Involve senior teachers.
- Inform parents
- Pupil writes a letter of apology
- In extreme cases a child might need more support to conform to the rules of our school. We then use a Behaviour Target Book to help. How long this sanction is used for will vary from child to child.

### **Parental Involvement**

When agreed action has not worked, the problem is discussed with the parents and the child. This discussion is between the class teacher and parent, a pastoral leader may be present.

### **Conference**

Where action involving pupil and parent has not resulted in a cessation of the problem, a conference takes place between the parent(s) and pupil, with class teacher and senior teachers (this may include headteacher) as to the next action that needs to take place.

### **The Behaviour Folder**

The purpose of the behaviour folder is as a record. All yellow card and red card incidents are recorded as are any repair/rebuild strategies logged. The additional purpose of this folder is to record any parental contacts including acknowledgment letters and any other behaviour related information.

### **Lunchtime Behaviour**

Any behaviour issues at lunchtimes should be referred to the class teacher first.

### **Pastoral Responsibility**

The teachers with pastoral/behaviour responsibility are:

- All Class Teachers
- Mrs James Jones – Pastoral Support
- Mrs Scott Cree – Deputy Headteacher
- Mrs Berkeley-Agyepong- Headteacher

## **12. Roles and Responsibilities**

ALL MEMBERS OF THE SCHOOL COMMUNITY (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims

We do this by:

- esteeming children and adults as individuals and respecting their rights, values and beliefs
- modelling and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- rejecting all conduct involving bullying or harassment
- helping pupils to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently and for a prolonged period of time
- caring for, and taking a pride in, the physical environment of the school
- working as a team, supporting and encouraging one another.
- following safeguarding procedures in place.

### **Lunchtime Supervisors**

Lunchtime supervisors are treated with the same degree of respect as that given to teachers. This role forms a key part of the school's pastoral supervision that is recognised by all members of Winterbourne Junior Girls' School.

We acknowledge that time for conferencing and record keeping is limited in the playground. With this in mind we expect lunchtime supervisors to:

- Intervene positively when behaviour is unacceptable.
- Talk calmly and rationally to children displaying or reported to be displaying inappropriate behaviour.

- Help children to find an interest in the playground – individually or in groups, playing a game or talking.
- Use yellow and red cards as directed in the behaviour ladder and inform class teachers of these cards.
- Use notebook to record incidents of inappropriate behaviour.
- Use mediation strategies.
- Report any allegations of bullying behaviour to the child’s class teacher at the first opportunity.
- More serious and persistent allegations must be reported immediately to the HT or DHT in order for the relevant investigation to be carried out and recorded.
- Give permission to every child who enters the building (except for lunch).
- Lunchtime supervisors liaise with the senior staff, they note down and discuss any incidents that may have occurred with the class teacher each day. All supervisors are rotated during the lunchtime period and should supervise in all areas of the school.
- There is a termly meeting between the Headteacher, Deputy Headteacher, and the lunchtime team to share business, good practice and air concerns.

### 13. Review and Procedures

To ensure efficiency in behaviour management and therefore the upkeep of standards:

- ✚ the Positive Behaviour Policy is reviewed annually
- ✚ there are regular meetings of teaching and non-teaching staff to review behaviour issues/outstanding incidents
- ✚ the governors are kept informed and updated of any initiatives
- ✚ the school council (Headteacher and pupil reps.) meet regularly throughout the term and feedback is given to staff and pupils
- ✚ The headteacher is responsible for monitoring the policy and procedures within the school

Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff / parents / pupils
- Feedback from classroom observations
- Questionnaires for parents / staff / pupils
- Number of pupils sent to the headteacher
- Number of individual behaviour plans set up in school
- Number of ‘Red Cards’ given.

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustments when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

### 14. Protocol for Parents and Carers

We want all of our children to feel safe and secure at all times throughout their school day. Therefore we would ask all parents to support our school ethos, procedures and rules, which are there to benefit and protect all children.

Sometimes a child may come home upset particularly when an established friendship has broken down or when others are being unkind. This can be as upsetting to a parent as it is to the child. Please however,

keep an open mind remembering you are only hearing one side, or version, of the story. Respond by making sure your child knows the importance of telling an adult at the school when such an incident occurs e.g. teacher, learning support assistant or dinner supervisor. Reassure your child that telling is the proper thing to do. Retaliating or hitting out is only going to get them into trouble and won't resolve their problems so please do not advise them to do this. Remember it is much easier for the school to sort out problems as they occur rather than days later.

If this strategy does not work or parents continue to have concerns then it is important they approach the class teacher to discuss the matter.

Parents should never approach another child to discuss an incident that may have occurred in school. The matter should always be investigated through the proper school channels and procedures.

If a parent wishes to discuss the matter with a member of staff then an appointment can be made by contacting the school office.

## **Security**

In the interests of everyone's safety and for the security of our school's resources it is important that every parent, carer and visitor enters the school via the school office entrance. This also includes the beginning and end of the school day when parents should not enter the building at any other entrance - even when they have an appointment with the class teacher.

The only exceptions to the above are parent evenings, assemblies, and concerts when the hall door is open.

Similarly children who are waiting for sisters should be under supervision at all times.

Please also see – Parent Code of Conduct – ratified April 2016

## **15. Training.**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of ongoing professional development.

Behaviour management will also form part of continuing professional development.

## **16. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

## **17. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Teaching and Learning
- Special Educational Needs
- Medical Conditions
- Anti-bullying
- Equal Opportunities
- Assessment
- Parent Code of Conduct

## **Written Statement of Behaviour Principles**

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- All members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for her own actions
- The school's Positive Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils;
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Positive Behaviour Policy will clearly reflect the school's approach to exclusions
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

### **Our priority is to encourage good behaviour by:**

- Providing a relevant and appropriate curriculum which is tailored to meet the individual needs and preferred learning styles of the pupil
- Teaching pupils the skills required to moderate and modify inappropriate behaviours
- Helping pupils to take responsibility for their own actions and develop a level of accountability
- Providing an environment where social and collective norms are the accepted benchmark
- Dealing with unacceptable behaviour promptly and fairly with minimum fuss and in a consistent and logical manner
- Promoting a consistent approach to sanctions from all staff
- Working closely with families and their child to develop healthier communication strategies which foster improved relationships

Rewards for Appropriate Behaviour	Graded Incidences of Behaviour		Order of Sanctions (linked to the specific incident)		
<p><i>e.g.</i></p> <ul style="list-style-type: none"> <li>-Staying on green</li> <li>-Verbal praise</li> <li>-body language</li> <li>-signs, (a smile, thumbs-up, a nod etc.)</li> <li>-rewards often personal to the class teacher</li> <li>-whole class rewards</li> <li>-Headteachers award</li> <li>-showing good work to Headteacher</li> <li>-sent to the Headteacher/Deputy</li> <li>-giving a special responsibility</li> <li>-celebration assembly Winterbourne award</li> <li>- class award</li> <li>-informing parents</li> <li>-end of year report with good comments on behaviour and attitude</li> <li>-reward time</li> <li>-postcards home</li> </ul> <p><b>To be revisited as a class every half term. Behaviours are age appropriate and are to be dealt with accordingly</b></p>	0	Children on task		0	Green Card
	1	<b>Inappropriate Learning Behaviours including:-</b> <ul style="list-style-type: none"> <li>- deliberate time wasting</li> <li>- swinging on chair</li> <li>- not informing teacher when experiencing problems with work - resulting in poor behaviour</li> <li>- constantly talking when should be working</li> <li>- h/w regularly not handed in on time</li> <li>- fidgeting</li> <li>- not looking after equipment</li> </ul>		1	verbal warning – clear explanation of consequence (choices) <ul style="list-style-type: none"> <li>- eye contact</li> <li>- body language</li> <li>- stop and wait</li> </ul> Repeated behaviour at this level – <b>YELLOW CARD</b>
	2	<b>Behaviours including:-</b> <ul style="list-style-type: none"> <li>- repeated incidents at Stage 1</li> <li>- getting someone into trouble</li> <li>- speaking when an adult is speaking</li> <li>- calling out - squabbling- making rude noises on purpose</li> <li>- defacing school property</li> <li>- constantly distracting others</li> <li>- continuous low level disruption</li> <li>- silly behaviour</li> </ul>		2	<b>- YELLOW CARD</b> <ul style="list-style-type: none"> <li>- Short loss of playtime/lunchtime (under supervision)</li> <li>- Cause and Effect Map</li> <li>- Informal contact with parents as appropriate</li> <li>- Complete unfinished work during playtime</li> </ul>
	3	<b>Behaviours including:-</b> <ul style="list-style-type: none"> <li>- insolence - smirking</li> <li>- lack of respect to adults</li> <li>- maliciousness (elements of bullying) – swearing (not aimed specifically)</li> </ul>	<b>Bullying</b> <ul style="list-style-type: none"> <li>- making fun of ...</li> <li>- selective friendships</li> <li>- deliberate exclusion</li> </ul>	3	<ul style="list-style-type: none"> <li>- Longer loss of playtime/lunchtime (under supervision)</li> <li>- Cause and Effect Map</li> <li>- If more than two incidents of level 3 behaviour then <b>-RED CARD</b> and make formal contact with parents – speak after school or telephone call</li> <li>- Continuous persistent = <b>Behaviour Target Book</b></li> </ul>
	4	<b>Behaviours including:-</b> <ul style="list-style-type: none"> <li>- refusal to comply (ignoring an adult)</li> <li>- answering back</li> <li>- spitting</li> <li>- swearing at another person</li> <li>- fighting</li> </ul>	<b>Bullying</b> <ul style="list-style-type: none"> <li>- name calling</li> <li>- passing threatening notes</li> <li>- unkind remarks</li> <li>- bystander activity</li> </ul>	4	<b>-RED CARD</b> <ul style="list-style-type: none"> <li>- Incidences are to be reported to the DHT and to be dealt with – report back to class teacher how it was dealt with.</li> <li>-Cause and Effect Map</li> <li>- Regular display of level 4 behaviour requires contact with parents to be made by class teacher /DHT/HT – minutes of meeting to be recorded</li> <li>-Loss of privilege tie (fixed term 1 week)</li> </ul>
	5	<b>Behaviours including:-</b> <ul style="list-style-type: none"> <li>- deliberate vandalism</li> <li>- racism</li> <li>- stealing</li> <li>- unprovoked violence</li> <li>- premeditated violence</li> </ul>	<b>Bullying</b> <ul style="list-style-type: none"> <li>- picking on characteristics perceived as weaknesses</li> <li>- physical violence</li> <li>- racism</li> </ul>	5	<b>-RED CARD</b> <ul style="list-style-type: none"> <li>- Headteacher contacts parents</li> <li>- Meet with child/parents and class teacher</li> <li>- Exclusion at lunchtimes</li> <li>- Fixed term exclusions</li> <li>- Permanent exclusions</li> </ul>



